

## APPLICANT FEEDBACK SUMMARY

### 2013 AmeriCorps State and National Grant Competition

**Legal Applicant:** City Year, Inc.

**Application ID:** 13AC144969

**Program Name:** City Year Washington, DC

For the purpose of enhancing our programs by improving the quality and quantity of applications to the Corporation for National and Community Service (CNCS), we are providing specific feedback regarding the strengths and weaknesses of this application. These comments are not meant to represent a comprehensive assessment; rather the analysis represents those elements that had the greatest bearing on the rating of the application. Please note that this feedback consists of summary comments from more than one reviewer. For this reason, some of the comments may seem to be inconsistent or contradictory. Comments are not representative of all of the information used in the final funding decision.

#### Reviewers' Summary Comments:

- (+) The applicant provided a persuasive analysis of the target community and the need for the service to continue in the target community, as well as empirical data to support the analysis. The data revealed 45% of individuals in the targeted area were proficient in English and Language Arts, and only 59% of the 78,469 students graduated within four years. One particular school identified 55% of student were chronically absent missing two months or at least one day weekly.
- (+) The 20 partner public school sites in Wards 7 and 9 (80% of participants) and the rest of the participants in Wards 1 and 5, have a 100% representation of minority populations with an average of 90% of their students on free or reduced lunch, establishing community need and economic disadvantage.
- (+) The applicant provided a clear and compelling discussion of the Whole School Whole Child project and the specific activities of the project. The AmeriCorps members will be grouped into teams of 9 to 13 Members, serving as an additional resource for teachers in classrooms, and leading afterschool programs and school-wide initiatives to improve student achievement and culture. The program will expand the current AmeriCorps members in the targeted area by 37%.
- (+) The applicant provided specific duties, activities, and expectations of the volunteers and tutors in the project.
- (+) The tutors will provide a holistic approach to learning and support the whole-school climate improvement concept. This strategy is incorporated to increase the graduation pipeline for underperforming schools and establish the appropriate expectations of students in the district. The AmeriCorps members will be grouped into teams of 9 to 13 Members assigned to specific schools full-time for the entire academic year.
- (+) The applicant proposed clear expectations and intended outcomes of targeted students within the project. The AmeriCorps members will target attendances, behaviors, coursework, and extended learning to address the "Early Warning Indicators" of students at risk of dropping out.

(+) The proposal thoroughly describes the program impact and how it will be measured, such as measuring an increase in Reading and Language Arts by findings from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment.

(+) The Whole School Whole Child program that the applicant uses has an evidence-based response to intervention approach, which helps provide the right intervention to the right student at the right time.

(+) The applicant proposes a measurable community impact of serving 50% of off-track students in Wards 7, 8, 1, and 5 with the objective that 73% will be proficient in reading, composition, and math. They also state that they will increase the graduation rate to 78% by 2017. The applicant includes other measures including attendance and improvement on a social-emotional rubric.

(-) The extent to which Members can provide appropriate intervention strategies when working with students is not clear. Orientation “pre-readings” are indicated, but the applicant did not provide sufficient information about when and what occurs in the orientation, as evidence of each Member’s ability to meet the academic goals of their roles.